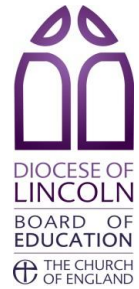


*Suggestions for Teaching and Learning*

By Gillian Georgiou, Diocesan RE Adviser



*The questions we might ask:*

- *How do Muslims show they belong?*
- *What value does religion bring for religious people?*
- *How does this relate to ideas about community, identity and belonging?*
- *Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity*

**The ideas we might explore**

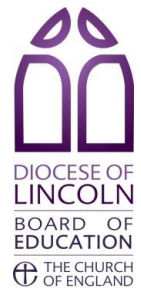
- **Islam**
  1. Birth (reciting the **adhaan** [call to prayer] into the baby's ear, giving them something sweet to taste, shaving the baby's head and the **aqiqah** ceremony – links between this, **zakat** [charitable giving] and Muslims beliefs about harmony)
  2. Marriage (a social contract, **mahr** [a financial gift given to the bride], the **nikah** [marriage ceremony]); the role of cultural traditions in Muslim weddings)
  3. Death (burial rituals should take place as soon as possible after death [within three days]; ritual collective washing of the body, wrapping the body in white cloth [death as an equaliser], buried facing Makkah; Muslims are never cremated)
- **Judaism**
  1. Birth (**brit milah** – circumcision of boy when eight days old – mark of belonging to the people of Israel)
  2. Initiation (**bar/bat mitzvah** [lit. 'son' or 'daughter of the commandment' – the point at which a boy or girl becomes an adult and must keep the commandments; happens at the age of 13 for a boy and 12 for a girl; key features, e.g. reading Torah portion, binding **tefillin** on arms and forehead for some Jewish groups, celebration, etc.)
  3. Marriage (signing the **ketubah** [marriage contract], the seven blessings and drinking from the **Kiddush** [blessing] cup, breaking a glass to signify the destruction of the Temple; ways in which this links to Jewish beliefs about **covenant**)
  4. Death (burial rituals should take place as soon as possible after death; the body is washed and dressed in **tachrichim** [a simple white shroud]; men are also wrapped in their **tallit** [prayer shawl] - the fringes are cut off the **tallit** to show that he is now free of the religious laws; before burial, the mourners make a tear in their clothes – this is the

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act of *keriah* to show their grief; Jews are buried, not cremated)

- The value of religion: is religion important because it makes certain claims about God, the world and human beings that religious believers accept as the truth? Is religion important because it has social value for the whole of society? Does religion have value because it fosters a sense of community? Etc.

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<p><i>Islam key beliefs 1</i></p>	<p><b>Believing:</b> Treasure hunt activity: solve the riddles to find all the pieces of the puzzle; once complete, the puzzle shows the Arabic word for God ('Allah') – introduce the idea that Muslims believe in one God (the puzzle only makes sense when it is complete and whole) and they are committed to finding out more about him (searching for the puzzle pieces). The word for the oneness and uniqueness of God is <b>tawhid</b>. Label a basket 'one God' and leave it at the front of the classroom.</p> <p><b>Thinking:</b> Play two pieces of music, one that is harmonious, e.g. <a href="https://www.youtube.com/watch?v=iT-ZAAi4UQQ">https://www.youtube.com/watch?v=iT-ZAAi4UQQ</a>, and one that is not, e.g. <a href="https://www.youtube.com/watch?v=b1Ph0sa0Gc0">https://www.youtube.com/watch?v=b1Ph0sa0Gc0</a> – which do the pupils prefer and why? What does the word <b>harmony</b> mean (lit. 'joined together' from the Greek)? Why might things being joined or connected together be a good thing? Ask pupils to come up with some examples of things that are better when they are joined together harmoniously (e.g. sports team, choir, friends, etc.)</p> <p><b>Believing:</b> Introduce the idea that Muslims believe God made everything just as he wanted it to be: <b>muslim</b> (lit. 'in submission to the will of God', i.e. in harmony with the way God wants it to be). Ask pupils to make connections between learning in science and the idea of harmony in the natural world, e.g. the idea of balance in the ecosystem.</p> <p>Label a basket 'harmony' and leave it at the front of the classroom. Ask pupils to record their learning on these two key ideas: one God and harmony, referring to technical vocabulary. This could be a piece of structured writing, a visual representation, a recorded audio clip, etc.</p>
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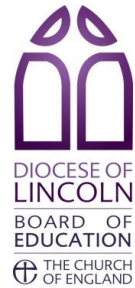
<p><i>Islam key beliefs 2</i></p>	<p>Recap the two key beliefs covered in the previous lesson (bring out the labelled baskets).</p> <p><b>Thinking:</b> Ask pupils to think of different ways in which they are expected to help out in school (e.g. picking up rubbish, being polite to visitors, following the teacher's expectations in the classroom, etc.) and different ways in which they have power in school (e.g. belonging to the school council/parliament, taking part in pupil interviews with governors, etc.)</p> <p>Are the two ideas of helping out and having power connected? (Try to introduce the idea of <b>special rights</b> and <b>special responsibilities</b>.)</p> <p><b>Believing:</b> Muslims believe that God has given human beings special rights and responsibilities. They are: <b>'abd</b> – servants of God who have a responsibility to help keep things in harmony <b>Khalifa</b> – regents, who have the right to rule on behalf of God</p> <p>Set up a race between two teams in the playground, one has obstacles, one doesn't. Obstacle course – which is easier, the course with no obstacles, or the course with obstacles?</p> <p>This race is like the special responsibility to keep things in harmony (keep things <b>muslim</b>) – it is easier when there are no obstacles. Muslims believe that God has set out a straight path (<b>shariah</b>) for humans to follow to help them keep things in harmony (<b>muslim</b>).</p>
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Repeat the race, removing the obstacles, but blindfolding the participants. In one team, the pupils racing have to race without help. In the other team, the pupils racing can receive guidance from their teammates. Which team finds it easier?

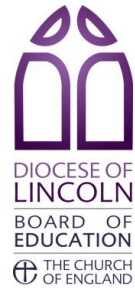
Muslims also believe that God has given humans guidance to help them follow the straight path (**shariah**) – the natural world to study, the **Qur'an** (the holy book) and the **Prophets**.

#### **Thinking:**

Ask pupils to record the key vocabulary they have learned in this lesson. Have the words available on cards and ask pupils to place them in the baskets – which basket would they place each word into and why? (e.g. **muslim** in the 'harmony' basket because it refers to Muslim beliefs about the way in which the world has been made and the way God wants it to stay; **Qur'an** in the 'one God' basket because of the belief that it has been given to humans by God, etc.)

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<p><i>Judaism key beliefs 1</i></p>	<p><b>Thinking:</b> Ask pupils to sit in silence for one minute with their eyes closed. Once they have finished, ask them to record everything they have listened to. They could share their thoughts – how easy was it to listen? were any sounds more intrusive? Was there anything they heard that they felt they needed to respond to?</p> <p><b>Believing:</b> Give pupils the <b>Shema</b>: “Here, O Israel, the Lord our God, the Lord is one; you will love the Lord your God with all your heart, with all your soul and with all your strength.” (<a href="#">Deuteronomy 6:4-5</a>). Ask them to analyse the text – what is it telling us about Jewish beliefs about God and human beings? <a href="https://www.bbc.com/education/clips/zqkq6sg">https://www.bbc.com/education/clips/zqkq6sg</a></p> <p>Show pupils this clip on the Hebrew word ‘<b>shema</b>’; ask pupils to note down any key words as they listen, including words with which they are unfamiliar (e.g. <b>covenant</b> = contract between God and his chosen people of Israel):</p> <p><a href="https://www.youtube.com/watch?v=6KQLOuKaRA">https://www.youtube.com/watch?v=6KQLOuKaRA</a></p> <p>Afterwards, discuss the connection between <u>listening</u> and <u>responding</u>. Can pupils imagine scenarios in which they might hear something and feel compelled to act? What about scenarios in which they hear something but don’t respond? What feelings do they associate with both scenarios? How easy is it to listen <u>and</u> respond?</p> <p>Explain that Jewish people believe God has chosen them to be his special people and has entered into a <b>covenant</b> with them; this <b>covenant</b> entails certain rights and responsibilities, e.g. the <b>mitzvot</b> (laws or commandments, including the Ten</p>
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Commandments).

Provide pupils with the text of the Ten Commandments (e.g. [Deuteronomy 5:6-22](#)). Ask them to analyse it as they would a literacy text: who has written/is speaking this? When? Why? What was happening before this? What might happen after this? What is going on in the text – what does it actually say? How does it connect with beliefs from this religion? How might different people understand the meaning of this text differently? Etc.

Keeping the **mitzvot** is one way in which Jewish people can show God they are both listening *and* responding.

Watch this clip by former Chief Rabbi, Jonathan Sacks:

<http://rabbisacks.org/tenpaths/students/mitzvot/>

As they watch, as pupils to think about the ways in which this description of **mitzvah** helps them understand Jewish beliefs about God and human beings.

#### **Thinking:**

Pupils might like to think of one practical way in which they intend to '**shema**' – listen *and* respond – in their daily lives over the next week.

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<p><i>Judaism key beliefs 2</i></p>	<p><b>Believing:</b> Recap the key beliefs covered in the last lesson: belief in one God, the people of Israel as the chosen people of God, the <b>covenant</b> and <b>mitzvot</b>.</p> <p><b>Living:</b> Introduce a number of Jewish practices:</p> <p><b>Shabbat</b> Showing respect to God through rest; spending time together as a family and community; reciting blessings to give thanks to God as the origin of all good things, etc. <a href="https://www.youtube.com/watch?v=JpFw7DqRMEc&amp;list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&amp;index=6&amp;t=0s">https://www.youtube.com/watch?v=JpFw7DqRMEc&amp;list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&amp;index=6&amp;t=0s</a> <a href="https://www.bbc.com/education/clips/zvtfgk7">https://www.bbc.com/education/clips/zvtfgk7</a> <a href="https://www.bbc.com/education/clips/z84wmp3">https://www.bbc.com/education/clips/z84wmp3</a> <a href="https://www.bbc.com/education/clips/zn7tfg8">https://www.bbc.com/education/clips/zn7tfg8</a> <a href="https://www.bbc.com/education/clips/z37s39q">https://www.bbc.com/education/clips/z37s39q</a></p> <p><b>Torah</b> A record of the <b>covenant</b> and the <b>mitzvot</b>; contains the story of creation, the Patriarchs (e.g. Abraham, Isaac and Jacob) and the story of Jewish rescue from slavery in Egypt; study of the Torah as a key part of Jewish life, etc. <a href="https://www.youtube.com/watch?v=3QZ792rjcVE&amp;list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&amp;index=6">https://www.youtube.com/watch?v=3QZ792rjcVE&amp;list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&amp;index=6</a> <a href="https://www.bbc.com/education/clips/ztgimnb">https://www.bbc.com/education/clips/ztgimnb</a> <a href="https://www.bbc.com/education/clips/zjka6sg">https://www.bbc.com/education/clips/zjka6sg</a></p>
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**Worship in the synagogue**

A place of study; the key features and symbolism; artefacts and items of clothing associated with worship in the synagogue; differences between different types of synagogue; the role of the rabbi, etc.

<https://www.bbc.com/education/clips/zrsb9j6>

<https://www.bbc.com/education/clips/z834wmn>

If appropriate, pupils could research the diversity of practice within Judaism:

<http://www.reonline.org.uk/knowning/what-re/judaism/identity-diversity-and-belonging/>

<https://www.britannica.com/topic/Orthodox-Judaism>

<https://www.britannica.com/topic/Reform-Judaism>

Ask pupils to identify how these practices relate to Jewish beliefs about God, the world and human beings (particularly the people of Israel as the chosen people of God). Pupils could record their findings in a diagram, a podcast, a PowerPoint presentation, a padlet, etc.

**Thinking:**

Ask pupils to record their thoughts on the following question – they must show the process of reasoning that has led to their point of view:

“Can you be Jewish if you agree with Jewish beliefs or do you have to act on them as well?”

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<p><i>Rites of Passage: Birth</i></p>	<p><b>Thinking:</b> Ask pupils to record all the rites of passage they have gone through so far in their lives, e.g. learning to walk, losing baby teeth, learning to ride a bicycle without stabilisers, starting school, learning to swim, learning to read, etc. Pupils could consider a particular celebration event to mark one of these events – what key features would the celebration involve? How would it commemorate the big event that has happened?</p> <p><b>Believing and Living:</b> Introduce the idea of <b>samskaras</b> in Hinduism: <a href="https://www.britannica.com/topic/samskara-Hindu-passage-rite">https://www.britannica.com/topic/samskara-Hindu-passage-rite</a> <a href="https://www.youtube.com/watch?v=FLSFUb5AF-Y">https://www.youtube.com/watch?v=FLSFUb5AF-Y</a> ; <a href="https://www.youtube.com/watch?v=i30Nf18kJDo">https://www.youtube.com/watch?v=i30Nf18kJDo</a> (Hindu naming ceremony – <b>namakarana samskara</b>) <a href="http://www.bbc.co.uk/schools/religion/hinduism/questions.shtml">http://www.bbc.co.uk/schools/religion/hinduism/questions.shtml</a></p> <p>Compare the <b>namakarana samskara</b> (naming ceremony) with birth rites in Islam, baptism in Christianity, birth rites in Judaism and naming ceremonies in Humanism – what are the key features, differences and similarities? How do they relate to key beliefs/principles from these religions/non-religious belief systems?</p> <p><b>Islam</b> <a href="http://www.bbc.co.uk/religion/religions/islam/ritesrituals/birth.shtml">http://www.bbc.co.uk/religion/religions/islam/ritesrituals/birth.shtml</a> <a href="https://www.truetube.co.uk/film/muslim-birth-ceremonies">https://www.truetube.co.uk/film/muslim-birth-ceremonies</a></p>
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	<p><b>Judaism</b> <a href="http://www.bbc.co.uk/religion/religions/judaism/rites/birth.shtml">http://www.bbc.co.uk/religion/religions/judaism/rites/birth.shtml</a> <a href="https://www.myjewishlearning.com/article/jewish-newborn-ceremonies-101/">https://www.myjewishlearning.com/article/jewish-newborn-ceremonies-101/</a> <a href="https://www.myjewishlearning.com/article/the-brit-milah-bris-ceremony/">https://www.myjewishlearning.com/article/the-brit-milah-bris-ceremony/</a> <a href="https://www.chabad.org/library/article_cdo/aid/2981872/jewish/What-to-Expect-at-a-Brit-Milah.htm">https://www.chabad.org/library/article_cdo/aid/2981872/jewish/What-to-Expect-at-a-Brit-Milah.htm</a></p> <p><b>Humanism</b> <a href="https://understandinghumanism.org.uk/uhtHEME/celebrations-and-ceremonies/?age=7">https://understandinghumanism.org.uk/uhtHEME/celebrations-and-ceremonies/?age=7</a></p> <p>Pupils could record their information as a visual diagram, a podcast, a website, etc. Draw pupils' attention to the fact that different Hindus celebrate different <b>samskaras</b> and not all of them complete all possible <b>samskaras</b>. Draw pupils' attention to the fact that religious and non-religious people celebrate birth in diverse ways.</p> <p><b>Thinking:</b> Philosophers' Café – ask pupils to discuss the reasons why people think it is important to mark the arrival of a new baby or a new member of a religious community. Pupils could discuss ways in which they might have a special ceremony to welcome new members of the school community – would it need to be different for Nursery/Reception class pupils, older pupils and new members of staff/governors?</p>
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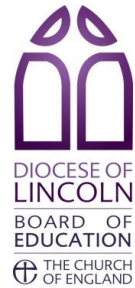
<p><i>Rites of passage – marriage</i></p>	<p><b>Thinking:</b> Ask pupils to consider a promise they have made in the last week/month/year – how easy it was it to make this promise? How easy was it to keep this promise? Is ever alright to break a promise? Might some promises be harder to keep the longer they last?</p> <p><b>Believing and Living:</b> Introduce marriage as a key rite of passage in religions and non-religious belief systems. What are the key features, differences and similarities? How do they relate to key beliefs/principles from these religions/non-religious belief systems?</p> <p><b>Hinduism</b> <a href="https://www.youtube.com/watch?v=rs83rrB5E4E">https://www.youtube.com/watch?v=rs83rrB5E4E</a> (Hindu marriage ceremony - <b>vivaha</b>) <a href="http://www.bbc.co.uk/religion/religions/hinduism/ritesrituals/weddings.shtml">http://www.bbc.co.uk/religion/religions/hinduism/ritesrituals/weddings.shtml</a> (Hindu marriage) <a href="https://www.hinduwebsite.com/hinduism/h_marriage.asp">https://www.hinduwebsite.com/hinduism/h_marriage.asp</a> (read in advance and select out age-appropriate elements)</p> <p><b>Islam</b> <a href="http://www.bbc.co.uk/religion/religions/islam/ritesrituals/weddings_1.shtml">http://www.bbc.co.uk/religion/religions/islam/ritesrituals/weddings_1.shtml</a> <a href="https://www.central-mosque.com/fiqh/Wedding.htm">https://www.central-mosque.com/fiqh/Wedding.htm</a> (select a few age-appropriate teachings) <a href="https://www.theknot.com/content/muslim-wedding-ceremony-rituals">https://www.theknot.com/content/muslim-wedding-ceremony-rituals</a></p> <p><b>Judaism</b> <a href="http://www.bbc.co.uk/religion/religions/judaism/rites/weddings_1.shtml">http://www.bbc.co.uk/religion/religions/judaism/rites/weddings_1.shtml</a></p>
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## KS2 Compulsory Unit: Life Journey (Islam)

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<https://www.myjewishlearning.com/article/jewish-marriage/>  
<https://www.youtube.com/watch?v=MxQ87qN7E9o>

#### **Humanism**

<https://understandinghumanism.org.uk/uhtHEME/celebrations-and-ceremonies/?age=7> (Humanist marriage ceremonies)

Pupils could record their information as a visual diagram, a podcast, a website, etc.

Draw pupils' attention to the fact that different Hindus celebrate different **samskaras** and not all of them complete all possible **samskaras**. Draw pupils' attention to the fact that religious and non-religious people celebrate birth in diverse ways.

#### **Thinking:**

How do marriage ceremonies in different religions and non-religious traditions connect with making promises? Set pupils the challenge to make a promise relating to something long-term (e.g. improving on a particular skill, helping out with younger pupils, etc.); you could create a promise tree that you return to over time to see how pupils are doing.

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<p><i>The value of religion and rites of passage</i></p>	<p><b>Thinking:</b> Tell pupils that the head teacher has made up a new school rule – all pupils in Year 6 will study for at least one hour every evening, Monday to Friday, to help them be successful. Both teachers and parents/carers will be supporting this new rule.</p> <p>Philosophers’ Café: what matters more – whether this rule is <u>true</u> or whether pupils should live by it, regardless of whether it is true or not? (Is it more important that something is true in and of itself, or that its impact – the difference it might make to the pupils – is more important?)</p> <p><b>Believing and Thinking:</b> Based on their learning at school, ask pupils to carry out a debate:</p> <p>“God does not exist.”</p> <p>Pupils must provide evidence both for and against this statement.</p> <p>Repeat the exercise:</p> <p>“It doesn’t matter whether God exists or not.”</p> <p>Pupils must provide evidence both for and against this statement, based on their learning about the value of rites of passage in the various religions and non-religious worldviews they have covered this term.</p>
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